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TITLE ADAPTATION AND DEVELOPMENT OF CERLI'S "LEADER OF CONTINUING EDUCATION" PROGRAM TO INSERVICE TRAINING OF ADMINISTRATORS AND TEACHERS IN URBAN AREAS. INITIAL REPORT.

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ABSTRACT

THIS REPORT PRESENTS THE INCEPTION AND INITIAL PHASES OF CERLI'S ADAPTATION OF THE "LEADER OF CONTINUING EDUCATION" PROGRAM TO INSERVICE TRAINING OF ADMINISTRATORS AND TEACHERS IN URBAN AREAS. A PILOT PROJECT IS PROPOSED FOR THE CHICAGO AREA. THE GOAL OF THIS PROJECT ENCOMPASSES THE DEVELOPMENT OF AN URBAN CENTER THAT WILL CONDUCT A SERIES OF INSERVICE TRAINING PROGRAMS FOR ADMINISTRATORS AND TEACHERS WITHIN THE URBAN AREA. THESE PROGRAMS WILL BE DESIGNED TO HELP PARTICIPANTS FUNCTION MORE EFFECTIVELY IN INTERPERSONAL CONTACTS BY EXAMINING INTERPERSONAL SITUATIONS TO ASSESS THEIR OWN AND OTHERS' BEHAVIOR AND THUS SELECT THE BEST PROCEDURES FOR ATTAINING DESIRED ENDS. TO ACCOMPLISH THIS AIM, AN EXPANDING NETWORK OF SEQUENTIAL PHASES IS PROPOSED. SESSIONS FOR GENERAL ADMINISTRATORS ARE TO BE FOLLOWED BY TRAINING OF PRINCIPALS, DISTRICT LEVEL ADMINISTRATORS, AND OTHER PERSONNEL WHO WILL ALSO BE TRAINED TO CONDUCT TRAINING SESSIONS WITH TEACHERS WITHIN THEIR OWN SCHOOLS. THE URBAN CENTER WILL USE CURRENT CERLI INSERVICE EDUCATION PROGRAMS AS A MODEL. (DE)

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# A D A P T A T I O N and D E V E L O P M E N T

## of CERLI's "Leader of Continuing Education" Program

## to Inservice Training of

## Administrators and Teachers in Urban Areas

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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*Initial Report*

*May, 1968*

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## Introduction

This report presents the inception and initial phases of CERLI's adaptation of the "Leader of Continuing Education" program to inservice training of administrators and teachers in urban areas.

In subsequent reports, the progress of the Urban Project will be presented as the pilot project evolves and develops during the laboratory staff's work with administrators and teachers in the Chicago Public Schools' system.

CONTENTS


Introduction . . . . . i

1. URBAN PLANNING COMMITTEE . . . . . 1

A. Inception . . . . . 1

B. Objectives . . . . . 3

C. Techniques . . . . . 4

D. Decision: pilot inservice training project . . . . . 5

II. RATIONALE for the PROJECT . . . . . 6

A. Contemporary Pressures . . . . . 6

B. CERLI's Concept . . . . . 7

C. Needs . . . . . 10

1. Administrators' Training . . . . . 10

2. Teacher training . . . . . 13

III. PLAN for the URBAN PROJECT . . . . . 15

A. Primary Goal . . . . . 15

B. Sequential Phases . . . . . 16

1. Sessions for central administrators . . . . . 16

2. Training of principals, district-level administrators, and other personnel who will function as Leaders of Continuing Education . . . . . 16

3. Training of select group of teachers . . . . . 16

4. Training of all teachers in the system . . . . . 16

C. CERLI's Role . . . . . 18

IV. OBJECTIVES for the URBAN PROJECT . . . . . 19

A. Development of Skills to Improve Role Performance . . . . . 19

1. Communication and interpersonal relationships . . . . . 19

2. Cognitive-conceptual behavior . . . . . 20

3. Technical competencies . . . . . 20

B. Learning and Selection of Behaviors . . . . . 21

1. Determine and articulate his own ideals . . . . . 21

2. Examine and understand the other person's ideals . . . 22

3. Examine and understand his own behavior . . . . . 22

4. Examine and understand the other person's behavior . . 23

5. Learn new behaviors that will enhance effective communication . . . . . 23

V. PROCEDURES for IMPLEMENTATION . . . . . 25

A. Development of the Project . . . . . 25

1. Procuring and training personnel . . . . . 25

2. Maintaining continuous input of new developments . . . 27

B. Description of the Program . . . . . 28

1. Activities . . . . . 28

2. Examples of group task . . . . . 31

3. Small group seminar . . . . . 32

VI. EVALUATION of the PROJECT . . . . . 34

A. Diffusion Process . . . . . 35

B. Phase Activities . . . . . 37

C. Leader Programs . . . . . 39

D. Teacher Programs . . . . . 42

FIGURES:

Figure I: Phases of Proposed Training Program . . . . . 17
Figure II: Training of Project Personnel . . . . . 26
Figure III: Schematic Flowchart of Small-Group Seminar Activities . . . . . 33

I. URBAN PLANNING COMMITTEE

A. Inception

On July 18, 1967, Dr. James Redmond, General Superintendent of the Chicago Public Schools, and members of his staff met with the CERLI Board of Control to discuss various ways that the Laboratory could be of assistance to the Chicago Public Schools. During his presentation, Dr. Redmond synthesized critical issues confronting him and his colleagues by posing the question, "How do you make administrators change agents?"

Among the problems, Dr. Redmond cited a high turnover of staff, the great number of new teachers (many provisionally certified), and the vast and continuous development of new materials and curricula as priority reasons for developing effective inservice programs for administrators and teachers. In this context, the superintendent visualized inservice education as a means of improving instruction and developing greater understanding of human relations and more effective public relations.

During the ensuing discussion, the group agreed that a program similar to that being conducted at Appleton for inservice leaders should be designed for administrators so that they would be able to:

1. Understand change and some of the methods required to introduce change into a system
2. Be able to evaluate their own performance in light of necessity for change within the total system

3. Be able to introduce the idea of change to their subordinate staffs

When the Board of Control reconvened for an afternoon session, it passed the following resolution:

> The Executive Director is directed to deploy one or two members of the CERLI staff, following the summer activity at Appleton (a six-week training institute held at Lawrence University for 26 leaders of continuing education) to serve as executive secretary (or secretaries) to a planning committee composed of one representative of higher education and one representative from urban schools in each of the four states of the region (Illinois, Indiana, Michigan, and Wisconsin). This group is to prepare a proposal for an outside granting agency for extending Program I (Leader of Continuing Education) into the training of administrators and teachers in urban areas.

CERLI's Executive Director, David M. Jackson, selected Everette Breningmeyer (Senior Program Associate) and Russell J. Spillman (Program Associate) as committee members.

Representing categories specified in the Board's resolution, the following serve on the Urban Planning Committee:

| | |
|---|---|
| Richard P. Gousha | General Superintendent of Schools,<br>Milwaukee, Wisconsin |
| Emanuel Hurwitz | Assistant Dean, School of Education<br>Northwestern University<br>Evanston, Illinois |
| John E. Hopkins | Assistant Dean, School of Education<br>Indiana University<br>Bloomington, Indiana |
| William Jenkins | Acting Dean, School of Education<br>University of Wisconsin<br>Milwaukee, Wisconsin |
| George Ostheimer | Superintendent of Schools<br>Indianapolis Public Schools<br>Indianapolis, Indiana |

| | |
|---|---|
| Jay Pylman | General Superintendent of Schools<br>Grand Rapids, Michigan |
| James Redmond | General Superintendent of Schools<br>Chicago, Illinois |
| Roland Strolle | Professor of Education<br>Western Michigan University<br>Kalamazoo, Michigan |

B. Objectives

The Urban Planning Committee's ultimate goal embraces the development, diffusion and adaptation of new kinds of inservice training programs in urban school systems.

The committee's immediate objective focuses upon helping individual urban systems to develop proposals supporting developmental activities that the laboratory can incorporate in its developmental work.

At the outset, such developmental activities include the invention and development of new functions for professionals who are responsible for inservice training. Eventually, these functions should be patterned into new roles.

Because both functions and roles compel change in structure, communication which involves both substance and the dynamics of each human relationship must be stressed.

The process of adapting innovative procedures necessitates

gradual diffusion into the existing structure of a system. Such infusion requires effective introduction, adoption, demonstration, adaptation to accomplish the change.

C. Techniques

Potential techniques for achieving effective adaptation include:

1. To effect introduction

   a. Involve top level educational professionals in a training program

   b. Present a series of conferences and small task meetings to potential participants

   c. Disseminate new activities as they evolve

2. To effect adoption

   Select and cooperatively involve a few demonstration schools which will introduce the training program into their structure

3. To effect visibility

   a. Concentratedly focus on demonstration schools whose programs evaluators can consider

   b. Disseminate activities of demonstration schools in conferences, lectures, published materials

4. To effect adaptation

   a. Conduct a series of activities for all schools interested in implementing the inservice program and thus provide a self-perpetuating method of institutionalizing the program within the system

   b. Establish behavioral goals for the programs:

      (1) Objectively analyze the self and the "other", the interaction process, the outcome of the communication

      (2) Operationalize individual goals and the means to attain them

      (3) Experiment with different behavior patterns and

study personal and others' reaction to these behaviors. (Through the use of small groups which can provide support for an individual's new behavior, change will be fostered.)

D. Decision: pilot inservice training project

After several committee meetings and sessions with consultants, the Urban Planning Committee concluded that no single program would serve all urban areas (as the committee originally had thought feasible) because unique and indigenous problems confront each urban area. Only the need for effective inservice training programs for both administrators and teachers creates a mutual and pressing problem for all urban areas.

As the committee considered planning and funding of specific activities, it concluded that either Title I or Title III of Public Law 89-10 was the logical source. The fact that each requires individual proposals corroborated the concept of specifically designed proposals for respective urban areas. The fact that only a minimal CERLI staff would be available for the program convinced the committee that its scope should be a pilot project.

For this initial project, the committee selected Chicago as a possible site because of its:

a. Proximity to the laboratory

b. State of readiness due to decentralization of the existing system (If a new role is to be introduced into a system, the most opportune time is when the system is being rebuilt.)

c. Willingness to support developmental activities in cooperation with the laboratory and other agencies

## II. RATIONALE for the PROJECT

### A. Contemporary Pressures

A contemporary educational system should be viewed not as a single, isolated organization but as a dynamic evolving system functioning within a larger system of many institutions. As technical and social advances create increasingly complicated interrelationships among institutions, any single institution must develop methods for coping with these complex relationships. Furthermore, since increasing external demands complicate and intensify internal demands, the need to devise new approaches to identify and solve internal problems becomes apparent, significant and critical.

In any interaction situation, communication catalyzes its dynamics. To interact effectively with others, one must perceive not only the situation but the communication process it generates. Even though technical knowledge, competence and experience enhance professional achievement, one cannot successfully perform his role unless he can and does effectively communicate with others.

Consequently, the proposed project involves the development of communication skills to utilize in external systems and the development of internal communication to assure the institution's survival in a time of rapidly changing needs and demands.

In our changing society, these pressures affect both the administrator and the teacher. The administrator must develop new techniques and methods of communication to deal effectively with an ever increasing number of involved persons and institutions and escalating demands upon the educational system. The classroom teacher must develop new approaches and classroom techniques to meet the needs and demands students, parents, and the educational system, within which he operates, impose. In performing their respective roles in the educational setting, the administrator and the teacher must understand and apply interpersonal skills.

B. CERLI's Concept

The goal of this project encompasses the development of an agency or urban center that can provide administrators and teachers with the interaction skills that contemporary professional educators must develop and use.

The center will conduct a series of inservice training programs for administrators and teachers within the urban area. These programs will be designed to help participants function more effectively in interpersonal contacts with different types of persons with whom they deal in performing their roles. Based on the assumption that communication skill (defined broadly as the understanding and functioning with an inte[illegible]ion

situation) is a general process variable affecting the educator in all aspects of his job, the program should be viewed as a training session that can help the educator develop his own abilities in the performance of his role rather than a panacea for solving all educational problems.

The Cooperative Educational Research Laboratory, Inc. (CERLI) currently is developing methods of conducting inservice training for administrators and teachers. The Laboratory already has conducted two pilot training sessions and intends to conduct a third session in the Chicago area. In conducting its own programs, the center will use the CERLI programs as a model. In order that new developmental work produced at the Laboratory can be immediately assimilated in the ongoing training programs, CERLI and the center will maintain close contact. Thus, the center not only will provide the community contact but similtaneously implement scientific advances in the inservice training sessions in the school systems.

In the proposed plan, (Section III, p. 15), the center will be responsible for providing training sessions for central administrators, district administrators, principals and teachers.

Because no single agency could serve the large number of educational personnel within the urban area, training programs for Leaders of Continuing Education also will be conducted.

Thus the agency's dual purpose involves training for administrators and teachers and training persons who subsequently will continue the training with teachers. In this way, the impact of the Laboratory's scientifically developed innovations on the educational system should be enhanced.

In essence, the program involves teaching educational personnel to have a better understanding of interpersonal interaction (which demands accurate perception of ones' own and others' behavior) so that they can function more effectively in their roles as administrator or teacher. It is assumed that this type of understanding will help the administrator function better in his dealings with other administrators, teachers, community representatives, etc. and help the teacher function better in her dealings with students, other teachers, principals, parents, etc.

However, since the administrator and the teacher normally deal with a different type of individual, each program necessarily will emphasize techniqes to meet these respective and specific needs. Both programs will, of course, be based on theoretical concepts underlying the dynamics and skills of interpersonal relationships and communication.

C. Needs

1. Administrators' training

In the past, an administrator could deal with problems concerning only a few people or groups during a personal interview and mutual discussion. Traditionally, two approaches to problem solving have been used: to obscure or essentially ignore the issue by "pouring oil on troubled waters" or to directly confront the issue without analyzing the rationale and consequences of this behavior. In general, these approaches have worked well for a system in which relatively simple and direct demands affected only a small number of people.

As demands become more complex and the number of involved persons and institutions increases, the administrator finds the methods of yesterday's world are inadequate for solving today's problems. Furthermore, it is reasonable to assume that the pressures of tomorrow's world will be even more complex and difficult to handle with existing techniques. Therefore, there is an increasing need for new techniques and methods of communication that will effectively deal with today's demands.

As the number of pressures on administrators increases, the number of different persons and institutions that must be dealt with correspondingly increases. This synchronized

escalation, in turn, constricts the frequency of repeated interpersonal contacts even though the need to deal with more complex matters by interpersonal contact intensifies.

The need for effective communication or process skills thus becomes evident as it becomes more important for administrators to be able to deal effectively with a wide variety of contacts in a relatively short period of time.

Although administrators feel the pressures from the generalized needs described above, they tend to perceive more immediate and concrete needs within the system. Each of the specific problems listed below represents an area in which administrators feel a present need for more effective communication and interpersonal interaction. Learning of behavioral skills that will improve decision making and communication should help the administrator function more effectively in each area.

a. Need for internal communication within a large organization:
The large size of many educational systems leads to a fairly rigid stratification of educators in which teachers rarely interact with principals, principals rarely with superintendents, etc. In particular, higher-level administrative personnel seldom meet with persons other than other administrators. This lack of contact leads to poor and ineffective communication within the educational system. New and different communication channels are needed to produce an efficient. productive network within the educational institution itself.

b. Need for communication among educational specialties:
People who play different roles in education--teachers, administrators, and researchers, for example--generally do not have their work adequately linked together by institutional means or procedures. Each can, and often does, conduct his work in isolation from the knowledge and specialized competencies of the other.[1] More effective communication would produce a more efficient organization in which talents and work could be shared rather than duplicated or distributed unevenly.

c. Need for flexibility within the institution:
When the structure of institutional demands is so rigid that individuals feel powerless to produce change, interpersonal interaction can proceed without communication. Threat of institutional retribution can shape a discussion among educators into a noncommittal, political corpus rather than a creative productive group. More effective communication throughout the institution should reduce this perceived rigidity and permit a more flexible interchange of ideas and behavioral approaches to different problems.

d. Need for identifying community problems:
Frequently educators have but limited and highly unreliable means of identifying the scope and intensity of public demands for educational programs. Research has demonstrated repeatedly that educators interact with but a small fraction of the total population of the community.[2] This lack of administrative communication with the community could be improved by developing the communication skills of administrators and helping to develop new channels of communication between the administrator and the community-at-large.

[1]Pellegrin, Roland J., "An Analysis of Sources and Processes of Innovation in Education," (A paper presented at the Conference on Educational Change, Allerton Park, Illinois, February 28, 1966) Eugene, Oregon: Center for the Advanced Study of Educational Administration, p. 23.

[2]Ibid. p. 24.

2. Teacher training

Teachers and administrators share the view that classroom teaching techniques must be improved. That teachers seem unable to incorporate into their professional behavior changes reflecting emerging social expectations, available scientific data, and knowledge of the scientific process represents a major problem in contemporary education.

The following factors characterize areas cited by teachers and administrators as specific needs for improvement in teacher behavior.

a. Need for new classroom techniques and materials

In order to incorporate innovations into classroom teaching, the teacher not only must learn the innovations but be able to implement the technique in her classroom. Many of the scientific findings emerging from institutes of higher learning are not presented in a form that teachers can readily apply in the classroom. Teachers need the guidance of informed leaders to be able to utilize many of these research findings in the classroom. The internal system within the school thus must provide the teacher not only with the skills necessary to change her present behavior but with the support and encouragement to effect change.

b. Need for more effective communication with students

Teachers continually express the need to understand and help certain children in the classroom. Drop-outs, underachievers, delinquent children are all visible proof that the goal of education is not being effectively internalized by at least a certain proportion of the student population. More effective methods of dealing with different types of children are needed to stimulate and encourage learning in the classroom.

c. Need for more effective communication with teachers

Fear of sanctions imposed by colleagues for nonconformity prevents many teachers from experimenting with new and different approaches. Lack of communication among teachers often results in a duplication of effort or failure to solve a particular problem through lack of knowledge. Better communication among teachers could result in increased stimulation and support for change.

d. Need for more effective communication with administrators

The lack of administrator-teacher communication acts to inhibit experimentation and change within the system. All too often, an administrator laments the fact that teachers are unwilling to try innovations while teachers complain that administrators wouldn't understand if they tried the same innovation.

## III. PLAN for the URBAN PROJECT

### A. Primary Goal

The primary thrust of this plan develops an urban project that will provide inservice training for administrators and teachers. The project's aim will be to provide training for educational personnel in the urban area.

To accomplish this aim, the project must create a self-perpetuating and expanding network of training programs; otherwise, large numbers of persons cannot be trained. To establish and sustain such a network, the project will need to train individuals (Leaders of Continuing Education) not only to conduct teacher training sessions but to ultimately train other potential leaders.

Figure I (page 17) illustrates the different phases of the projected programs. As indicated in the figure, CERLI will provide the initial and developmental input. The project then will conduct a series of programs beginning with the central administrators.

The second major group to be trained includes principals, district-level administrators and others who might function as Leaders of Continuing Education. These trainees then can assume the center's original responsibility for training and conduct seminar sessions with teachers.

B. Sequential Phases

1. Sessions for central administrators

   During these sessions, the participants will develop understanding and interaction skills that should help them function more effectively as administrators. This training also could induce the central administrators' understanding and support of the project.

2. Training of principals, district-level administrators, and other personnel who will function as Leaders of Continuing Education

   During these sessions, the participants will develop understanding and interaction skills that should help them function more effectively in their respective roles. These potential leaders also will be trained to conduct training sessions with teachers.

3. Training of select group of teachers

   In this phase, improving the teacher's classroom techniques will be stressed. With the agency's guidance and support, administrators and other trained leaders could conceivably assist in the teachers' training.

4. Training of all teachers in the school system

   This final phase involves the training of all teachers in the school system through the use of trained leaders conducting seminars with teachers in the school. By this time, it is assumed that the role of a leader will have been institutionalized within the school system and that the program can become relatively self-sustaining.

Figure I: Phases of Proposed Training Program

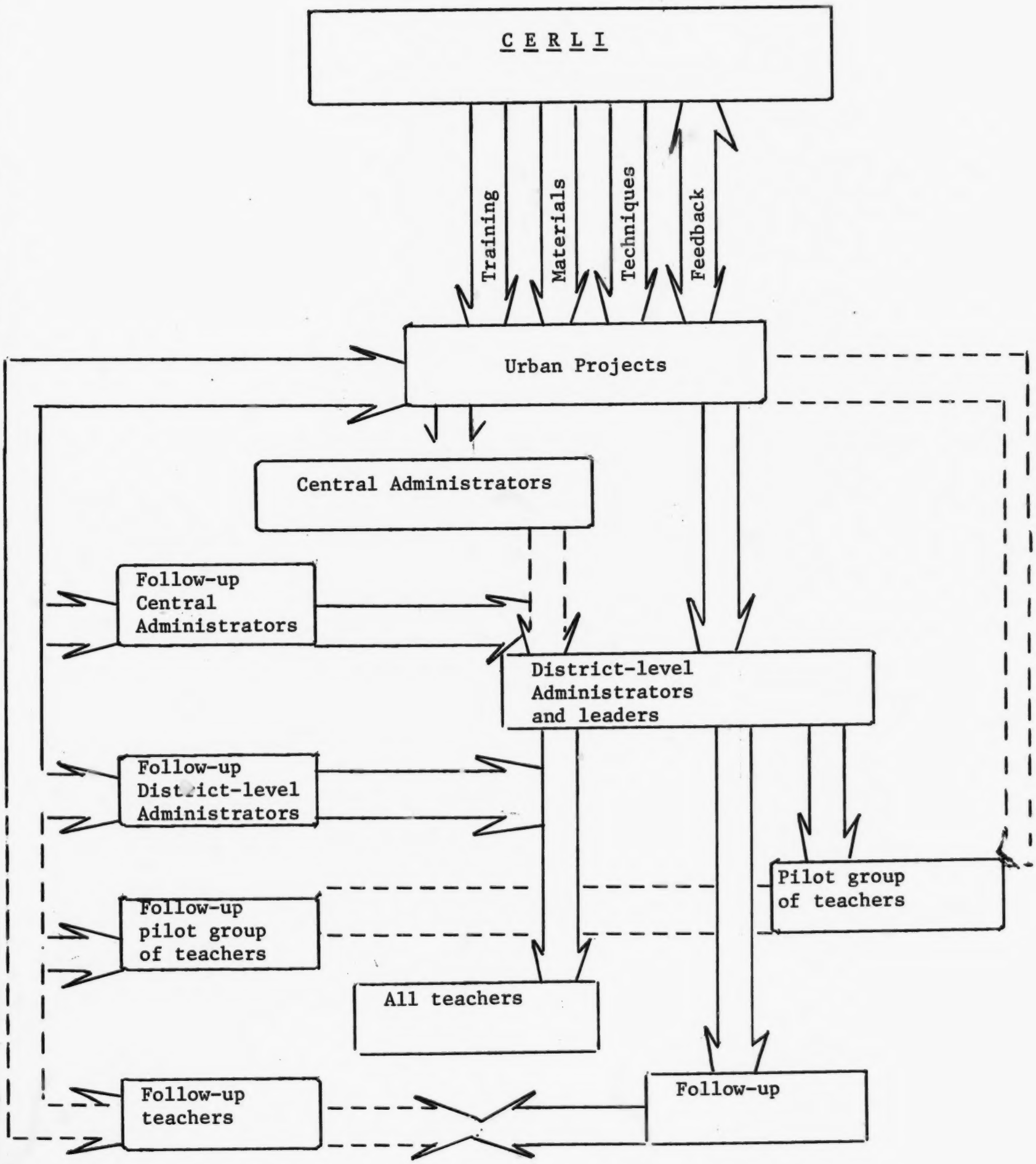


Figure I schematizes the phases of the proposed training program. Positioning of the boxes indicates continuity. Solid lines identify the responsibility of the center or leader. Dotted arrows signify the agency's assistance to trained Leaders of Continuing Education actually conducting the program.

The project will provide follow-up (an essential component of the program) for the administrators' training. Follow-up assistance will be provided for some of the teacher training although the Leader conducting the program will be responsible for most of the follow-up. The project, however, will be available as a continuous source of support for any and all phases of the program.

C. CERLI's Role

CERLI will participate in the establishment of these projects by providing training, materials, and techniques for the projects' personnel. As the CERLI staff develops new techniques, a project can utilize them on a pilot test basis in its programs.

In order to implement this continuous input, the project and the laboratory must establish and maintain effective communications which can be accomplished in two ways:

1. By an initial training program conducted by CERLI for the project personnel

2. By periodic discussion sessions for project personnel and the CERLI staff

The specific method of providing the project director with extensive training in the use of the program is presented in Section V (Page 25).

IV. OBJECTIVES for the URBAN PROJECT

A. Development of Skills to Improve Role Performance

Although programs conducted for administrators, Leaders of Continuing Education, and teachers will differ, each has the same objective: to help individuals learn interpersonal skills enabling them to function more effectively in their role. It is assumed that these skills will enable them to make better decisions concerning problems that arise in their role as administrator or teacher. ("Better" is defined here in terms of the goals and ideals of the individual himself rather than an imposed set of standards.) In general, the program is designed to teach educators to examine interpersonal situations so that they can accurately assess their own and others' behavior and thus select the best procedure for accomplishing the desired end.

Three areas of behavior can be identified as crúcial to any educator's role performance: interpersonal, cognitive-conceptual, and technical. Although this program will deal primarily with the first two of these areas, the third should be facilitated by improving the administrator's understanding of his own behavior.

1. Communication and interpersonal relationships

To help the administrator more adequately perform his role, the program aims to develop his skills in communication and interpersonal relationships. With these skills, it is assumed that the administrator will function more

efficiently and that new channels of communication will be effected. In other words, by improving communication and interpersonal skills, many problems currently confronting administrators can be dealt with more effectively.

2. Cognitive-conceptual behavior

   As a student identifies with and models a teacher's behavior, so do teachers and other professionals view an administrator. The way students, the community and other educators perceive the administrator's behavior often affects the attainment of a given goal.

   Unless the administrator has an adequate rationale for this behavior, he cannot adequately conceptualize behavioral alternatives for a certain course of action. Therefore, he must learn not only to recognize the image he projects but to understand the cognitive rationale for his overt behavior.

3. Technical competencies

   The technical aspect of an educator's role involves the knowledge and behavioral skills necessary to function as a superintendent, principal, consultant, specialist or teacher. Although the program is not designed to teach the specific technical skills necessary for the role, it is assumed that certain of the behaviors learned will generalize to the technical sphere. For example, examination of ones own behavior and ideals should present the educator with a

different view of his technical knowledge. Technical skills are valuable only when correctly applied in an interaction situation.

The program does attempt to deal with the application of a wide variety of different behaviors and in this way should help the educator implement and better understand the specific technical skills that he possesses. In addition, study of different theoretical and empirical approaches to a variety of problems should introduce technical content into the program as a residual rather than primary objective.

B. Learning and Selection of Behaviors

Five behavioral objectives associated with interpersonal, cognitive-conceptual, and technical behavior have been identified as relevant to the proposed program. It is assumed that the overall program objective of improving role performance can best be accomplished if the educator can learn to:

1. Determine and articulate his own ideals
2. Examine and understand the other person's ideals
3. Examine and understand his own behavior
4. Examine and understand the other person's behavior
5. Learn new behaviors that will enhance effective communication

1. In order to decide on the best behavioral approach to any situation, an educator must clearly understand not only the situation but also the end product desired from the interaction. Thus, one of the functions of the program is to

encourage educators to articulate their own goals and ideals so that a rational pattern of behavior designed to accomplish these goals may be developed. Prior experience has shown that the educator's ideals may not be what he actually hopes to accomplish and realistic in a given situation. Through confrontation of his ideals in a group situation, it is assumed that the educator will objectively appraise his own ideals and consequently change, modify or reaffirm these goals. Thus, the first objective of the program is to bring educators to the point where they can explicitly state and provide a rationale for their ideals.

2. Examine and understand the other person's ideals

   It is difficult--if not impossible--to communicate when each person is using a different frame of reference. For this reason, it is crucial that educators learn to identify and deal with others' needs in an interpersonal situation. At least one approach to this problem is for the educator to understand the other person's ideals and goals in the situation. Given this common understanding, communication is more likely to proceed effectively.

3. Examine and understand his own behavior

   Not only does an educator need to examine and understand his own ideals, but he also should examine his own behavior. A major technique used in the training sessions involves teaching participants to examine behavior in more objective ways such as the use of scoring systems, feedback data,

mechanical aids such as video tapes, or observer's perception of behavior. The process involved in learning to operationalize and measure behavior not only changes the behavior but changes the person's way of perceiving interaction.

In addition to objectively classifying ones own behavior, the educator will learn to examine it in terms of his ideals and other persons' behavior. If the behavior is inconsistent with his stated ideals, it is unlikely that a definite goal can be achieved. Therefore, the educator should examine his behavior to determine whether it is consistent with his ideals and whether it is the most effective behavior to elicit his goals. This obviously involves examining in an objective way not only the self behavior but the effects of this behavior on the other person.

4. Examine and understand the other person's behavior

   In order to better understand the interaction process, the educator must examine and understand the other person's behavior. He should attempt to understand the rationale for the other's behavior in addition to his own reaction to this behavior. In other words, the interaction itself should be examined and understood in order to produce the desired end product.

5. Learn new behavior that will enhance effective communication

   Understanding the interaction process is insufficient if the

behaviors observed do not produce the desired goal. Therefore, it is necessary for the educator to learn behaviors that can be inserted into the interaction process.

It is possible that this may not involve the learning of new behaviors but simply learning when to apply certain behaviors so that the interaction will proceed smoothly.

Even though the training program is designed to provide a number of such behaviors, the educator must develop them for himself. It is assumed that when the educator is presented with objective data concerning others' reaction to his behavior, behavioral changes will occur. Thus by placing his present trial-and-error method of learning communication skills in operational terms, the program aims to improve the educator's skill in selecting the correct approach to different problems.

## V. PROCEDURES for IMPLEMENTATION

The organization and development of an inservice training project involves a series of programs spanning a number of years. In section IV of this report (OBJECTIVES), the organization and different phases have been described. As indicated in Figure I, the initial period for developing the project will run three years during which as many programs as possible will be accomplished; in the second year programs for potential Leaders of Continuing Education, stressed; in the third year programs for teachers as well as Leaders, emphasized.

### A. Development of the Project

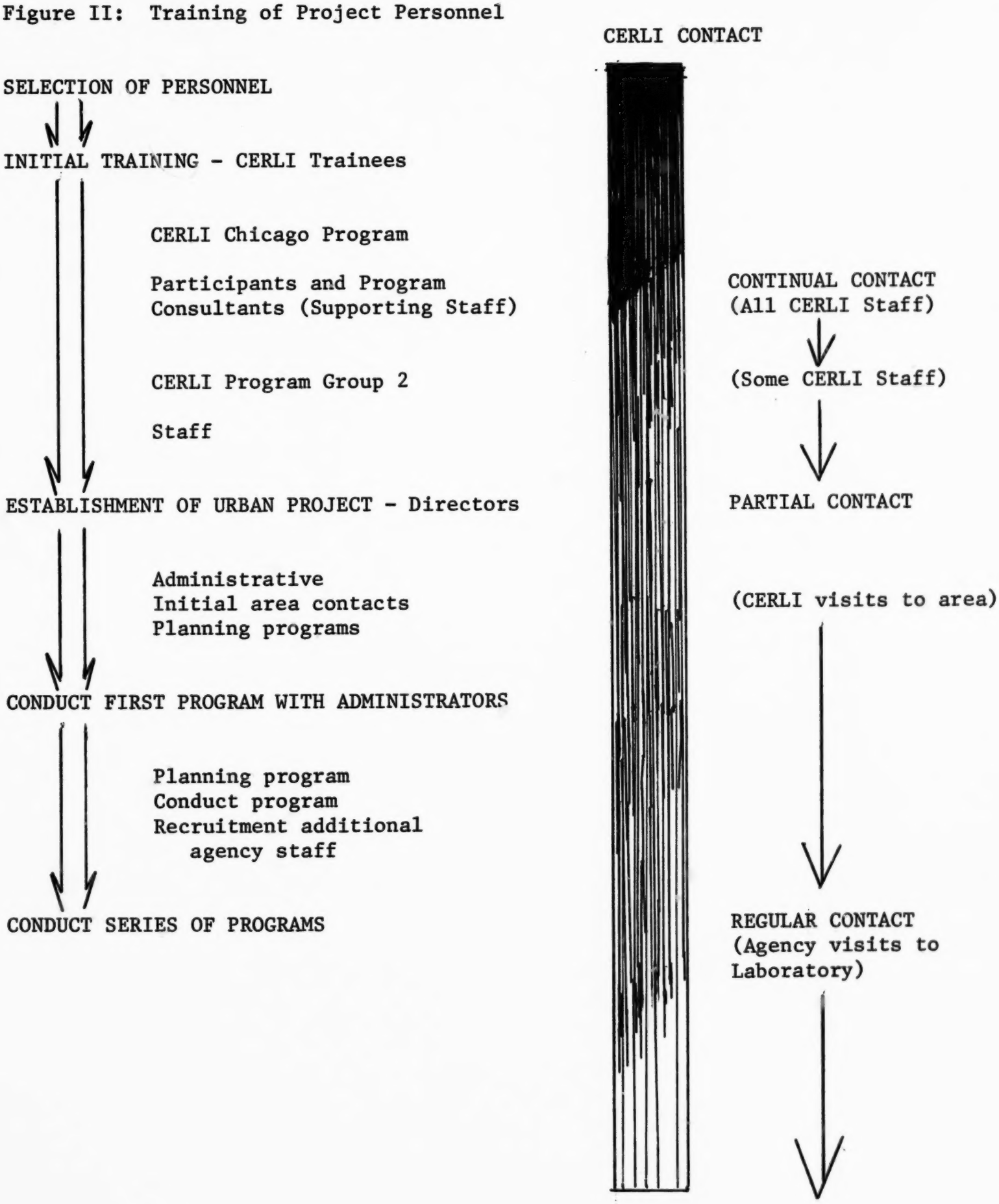
#### 1. Procuring and training personnel

At the outset, the project must solve the problem of training persons to conduct programs for administrators.

CERLI can assume the responsibility for training the original project staff because the laboratory has both facilities and potential to do so. Additional staff to enlarge the project can be trained in programs conducted by the center.

These training procedures and the degree of contact between the project and CERLI are indicated in Figure II (page 26).

Figure II: Training of Project Personnel



CERLI and the local school district would jointly select a director and assistant director for the project. These persons could be trained by the project staff who would have participated in the pilot Chicago program as program consultants.

Program consultants, accompanying the Chicago administrators throughout a four month training period, will serve as an integral part of the program and simultaneously learn the process involved in the program.

Program consultants also will function as observers in group sessions and possibly as instructors in various group training procedures.

In this way, the project personnel will gain an understanding of the project and the types of activities involved in the initial training sessions of the Chicago program.

2. Maintaining continuous input of new developments

   Following the Chicago program, representatives from various agencies who have participated in previous CERLI inservice programs will attend a six-week training session. Closely supervised by the CERLI staff, project personnel will be responsible for conducting this session.

Their responsibility will entail the initial planning and organizational phases of the program as well as actual involvement in the instruction.

B. Description of the Program

Research has shown that one of the most effective methods of changing attitudes and behavior is to have persons participate in small cohesive groups. In such groups, the individuals receive support, censure and new ideas from the group members. They can behaviorally experiment with ideas and techniques confident that the group will provide support for this behavior. For these reasons, the major vehicle of change incorporated into this program is the extensive use of the small group.

1. Activities

Some of the activities incorporated in the program are designed specifically for certain of the behavioral objectives. Each of the activities, however, has the basic aim of improving the individual's skill in handling interpersonal interactions and consequently being able to function more effectively in his role.

a. Determine and articulate his own ideals

Individuals will be asked to state their ideals in front of a small cohesive group which will openly discuss the merits of such ideals. Initial expression of this ideal will involve examination of the person's knowledge, attitudes, and self-image. Comparison of ideal and real behavior will help the individual better understand the ideal that he is attempting to accomplish. This comparison will be achieved by asking the individual to state his ideal in relatively concrete objective behavioral terms and then measure his real behavior to determine whether a discrepancy exists betweer the real and ideal.

New ideals will be introduced into the frame of reference of the individual by (1) group discussion of their own ideals, (2) the leader's presentation of different models for behavior, (3) study of research and theory related to other's behavior, and (4) study of other's behavior through visitation, discussion, and observation.

This program is not designed to impose ideal standards on the administrators and teachers but simply to encourage them to articulate and understand their own ideals. The encounter of the real and ideal will help the administrator better understand the ideal that he is attempting to accomplish. Although it is probable that he will modify or in some way change his ideal when presented with the real, this change is not the primary aim of the program.

b. Examine and understand the other person's ideals

Inherent in the techniques described above are the methods for obtaining this goal. Group discussion of ones own goals provides the individual with an understanding of the other's goals. Sensitivity training makes the individual aware not only of his own behavior and other's reaction to it but of other's behavior and ideals.

c. Examine and understand his own behavior

A number of different approaches will be used to make the trainee examine and understand his own behavior. In the first place, the group will study each individual's behavior and attempt to fully explain and understand what they perceive. The sensitivity training will provide immediate feedback concerning the individual's effect on other persons. One of the major aims of all group activities is to encourage each member of the group as a whole to examine every aspect of on-going behavior that occurs in the group meeting or in simulated or role played situations.

Trainees will be asked to conduct group meetings dealing with critical issues such as integration or quality education, classroom sessions, and other kinds of interaction situations. These will be recorded by video-tapes, objective scoring systems, check lists, etc. and the recorded data discussed within the group. Each participant will have an opportunity to role play as the administrator (or teacher), the observer, and the "other person." Thus, through actual participation and role playing experiences, the trainee will have an

opportunity not only to study his behavior but to experiment with different types of behaviors.

One of the major emphases of the entire program is to teach the trainee to objectively examine and record behavior. Comparison of these measured observations with an expressed ideal will provide the trainee with a better understanding of his own behavior. Examination of the "others" reaction to different types of behavior will further this awareness of self behavior.

In addition to role playing within the training session, trainees will be asked to bring samples of their actual role behavior into the group meetings so that they can be studied. These samples may be in the form of video-tapes, scored protocols, or any other method of obtaining objective recordings of the trainee's behavior.

Where possible, persons from the community such as parents, minority group leaders, etc. will be brought into the training sessions so that the participants will have the opportunity to study their behavior in a real situation. All such experiences will be taped so that analysis of the behavior can occur after the meeting.

d. Examine and understand the other person's behavior

The techniques described above contribute to an understanding of the other person's behavior as well as self behavior. The group sessions and the sensitivity training emphasize an understanding of the other's reaction to self behavior.

All group members will observe and discuss the interaction of different people as well as themselves. In this way, the individual can learn through observation how different people respond to different types of behavior.

e. Learn new behaviors that will improve effective communication

New behaviors will be learned through group discussion of different possible approaches to a common problem, through learning of different models presented by the instructors, and through experimentation of different behavioral techniques in a given situation.

Participants will be encouraged to try out new behavioral patterns in the functioning of their roles as administrators and teachers. The results of such attempts will then be discussed in a relatively safe group environment.

Within the training program itself is a number of opportunities for learning and testing new behaviors. The role playing situations encourage the trainees to experiment with different types of behavior. The simulated real experiences with children or community agents further provide the trainee with an opportunity to try out what he has learned. The entire program is designed to actively involve all participants in interaction situations.

2. Examples of group task

Listed below are various small group activities which may be tailored to fit a variety of conditions existing in different locales. Active participation in some or all of these activities should enable the participant to improve his own communication skills to accomplish the tasks he finds unique to his own situation.

a. Conduct meetings with small groups of parents to provide open and honest answers to any questions which might be asked

b. Conduct meetings with students to "brainstorm" such topics as "the school of tomorrow," "What's wrong with schools today?" or "What makes a good teacher?"

c. Conduct sessions with teachers (in which security is generated) permitting them to openly express their concerns, fears, or ideas to improve the schools

d. Conduct open meetings with community leaders where administrators

   1) serve as resource person rather than "expert" and
   2) help identify the real or hidden agenda which can often go unexplored

e. Conduct a meeting with principals where they evaluate the administrator's behavior with specific measurements. Then conduct a session where principals confront the administrator with the results of the instrument.

f. Participation in games in which specific administrative problems are the major focus (i.e. budgetary problems, building problems, shift in personnel problems, etc.)

3. Small group seminar

The flow chart shown in Figure III (page 33) illustrates the interrelated process steps involved in the small group seminar. The action to be taken is designated by capital letters and the feedback activity is indicated by a series of hyphens. The steps are as follows:

a. Formation of small groups and recruitment and selection of one program consultant for every four group members

b. Orientation

c. Differential role assignments. Each participant will participate in a real or simulated situation in which effective communication is the essential element. He will at various times portray the three roles of administrator (teacher), outside agent (leader) and observer.

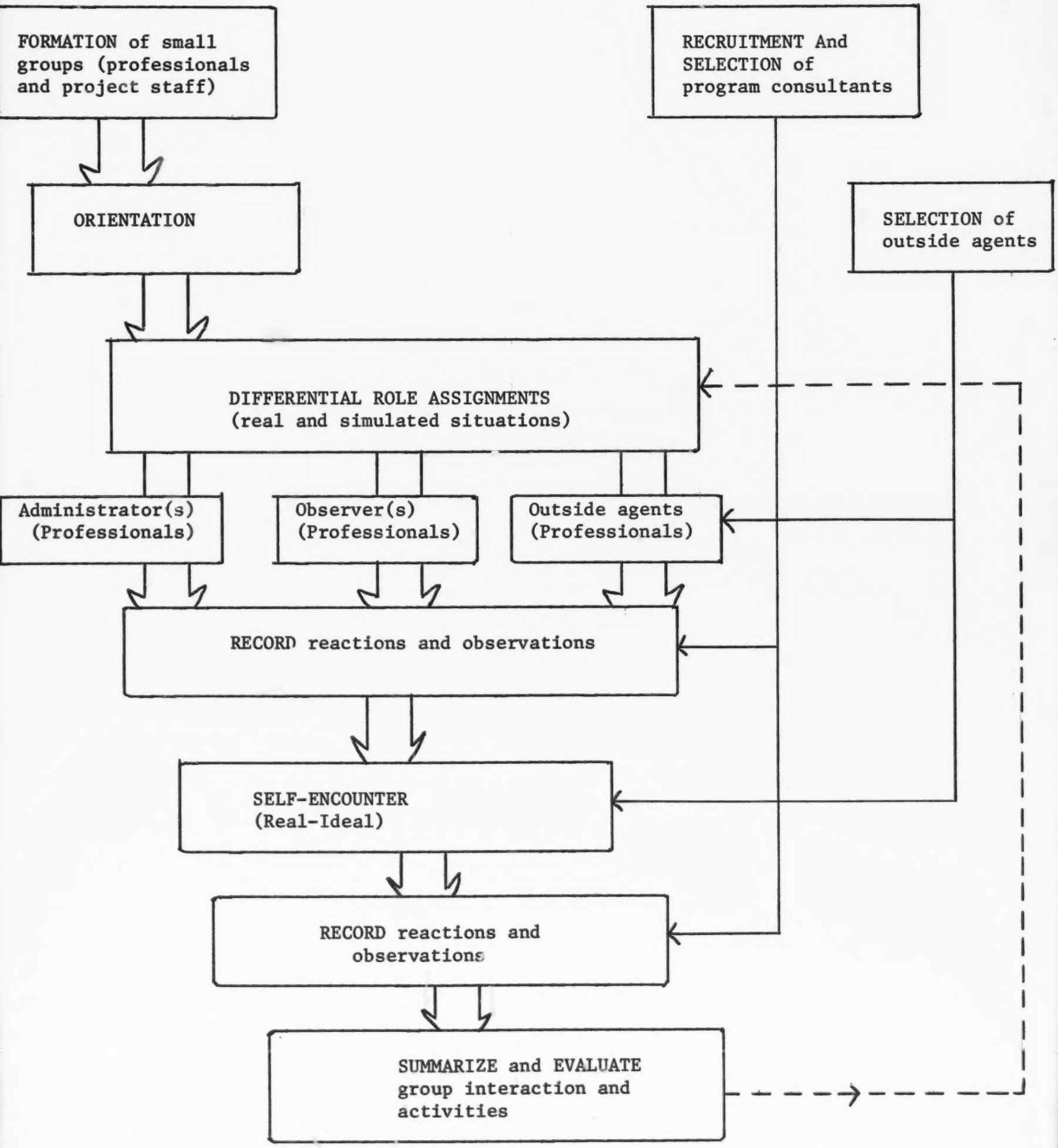
d. Program consultants will record reactions and observations of the total group in their differential role assignments. (Video tape might be used.)

e. The encounter. This would include discrepancies between real and ideal behavior (i.e. as stated by the administrator). Participants might view video tapes. At this point, community agents might be brought in for discussions.

f. The program consultants will record the reactions and observations of the participants in the confrontation.

g. Finally, the group will summarize and evaluate the seminar activities.

Figure III: Schematic Flowchart of Small-Group Seminar Activities


FORMATION of small groups (professionals and project staff)
RECRUITMENT And SELECTION of program consultants
ORIENTATION
SELECTION of outside agents
DIFFERENTIAL ROLE ASSIGNMENTS (real and simulated situations)
Administrator(s) (Professionals)
Observer(s) (Professionals)
Outside agents (Professionals)
RECORD reactions and observations
SELF-ENCOUNTER (Real-Ideal)
RECORD reactions and observations
SUMMARIZE and EVALUATE group interaction and activities

## VI. EVALUATION of the PROJECT

The project's principal goals are:

1. The introduction and diffusion of an innovation
2. The behavioral change resulting from the implementation of the innovation--an inservice training program based on social science principles of inducing change in behavior.

The project provides the means to institutionalize this innovation by planned sequence of activities including training for "leaders" who will conduct additional training programs for teachers. In the evaluation of the total project, not only the program conducted for leaders but also the programs conducted by leaders for teachers should be evaluated.

In order to determine the degree to which the objectives of the proposed program are achieved, the potential plan for its evaluation has been divided into four sections respectively corresponding to different goals within the total project. Section I, Evaluation of the diffusion process, is concerned with analyzing the stages involved in the gradual acceptance of an innovation. Through a single instrument administered annually to all educators in the Chicago system, an attempt will be made to chart the diffusion process as it occurs over a five year period. Section II, Evaluation of the phase activities, attempts to provide a more detailed analysis of each of the different activities involved in the diffusion process. The data in this section will consist of descriptive information obtained during or after each of the different activities have been applied.

In essence, this section will contain a number of different, small studies focusing on individual aspects of the total project. The third section, Evaluation of the leader programs, concerns a description of the behavior patterns exhibited by leaders who are operating in the field. Although the data collected in this section will be used for feedback purposes, an attempt will be made to determine the differential consequences of the program and the leadership role over time. Section IV, Evaluation of the teacher programs, involves examination of the change in teacher behavior resulting from participation in the programs conducted by leaders.

## A. Evaluation of the Diffusion Process

The long range goal of this project is to institutionalize the role of the Leader of Continuing Education in the Chicago school system. The diffusion of this innovation, however, is a complicated process in which at least four stages can be identified. In the first stage, educators must become aware of the innovation and its availability to different schools. The second stage requires that the educator obtain additional information about the program and possible ways that it could be implemented in his area. Third, the educator must experiment with the program by introducing it into one or more schools within a district. The fourth and final stage concerns the widespread use of the program throughout the area. This stage involves the incorporation of the inservice training program into the mechanics of an operating system.

Measurement of the overall diffusion process will be accomplished by means of a questionnaire annually administered to all teachers and administrators in the Chicago system. This questionnaire will provide an index of involvement ranging from complete lack of awareness to active participation in the program. In this way, the adoption of the innovation can be charted for the entire area.

The administrative channels throughout the system will be the means of collecting questionnaire data. Each principal will be responsible for obtaining the information in his own school and the district superintendent will collect the questionnaires from the principals in his district.

Only two types of identifying information will be requested on the questionnaires: the school and position (administrator or teacher) of the person completing it. It is hoped that the brevity and anonymity of this questionnaire will produce a better than average return.

The results of this awareness questionnaire will be analyzed according to districts, schools and positions rather than individuals. The aim of this analysis is to chart the extent and direction of the diffusion process at yearly intervals. Two forces of diffusion should be operating: a downward flow through the administrative channels and an outward flow from the demonstration schools. It

is hoped that the awareness questionnaire will provide a sensitive enough index so that these diffusion patterns can be identified.

In addition to this questionnaire, behavioral activities within each school can be observed and categorized. Much of this data will be collected in evaluation section II but analyzed along with the questionnaire responses. Each activity on the part of a school will be categorized as to the degree of involvement and commitment shown to the project. In this way, schools or district can be classified according to their involvement at any given point.

In the first analysis of the data, the individual school and district will be the units to be examined. As activity within a school or district increases, this can be recorded as part of the total diffusion process. In the second analysis, the individual's position will be the unit examined. Differential rates of involvement should be evident across positions as well as geographic areas. In this way, it should be possible to describe not only the total diffusion process but also the effects of the different types of forces.

B. Evaluation of the Phase Activities

Each of the four phases involved in institutionalizing the innovation (introduction, experimentation, visibility, and adaptation)

contains a number of different activities to be implemented. Each of these can be examined in detail to determine the degree to which it has been successful in its expressed aim. For example, the initial conferences with principals have the dual aims of informing the participants about the nature of the program and arousing their interest in establishing a program in their own schools. Questionnaires administered at the end of the conference will give one measure of the success in imparting information while behavioral evidence in the form of further involvement will provide a measure of interest. An additional index of involvement can be obtained by determining if administrators relay information about the project to their teachers.

Assessment of the impact of training programs can be determined in a similar fashion. The desired behavioral consequences of the program constitute setting up a series of teacher seminars within the schools. Attitudinal measures can be obtained from all teachers within a specific school and administrators within the district. Quantitative measures such as the number of teachers participating in seminars, the amount of money budgeted for additional programs, the number of leaders operating within a district, etc. will be used as the major data for this stage of the program.

The criteria for institutionalization of the program are: (1) the program must be conducted in at least 50% of the schools

within an area, (2) the program must be funded so that it can continue in subsequent years, and (3) leaders must actually be conducting seminars for a period of at least two years. Therefore, at the end of a five year period it should be possible to state whether or not these criteria have been met.

The primary reason for collecting detailed data on different phases of this project is to provide a description of the diffusion process within the Chicago Public Schools. Each of the stages in this diffusion process will be studied in detail to determine the degree to which it contributed to the total effort. In this way, it should be possible to determine the usefulness of each technique in introducing innovation.

C. Evaluation of Leader Programs

The goal of the leader programs is to train persons who will function as Leader of Continuing Education. This role requires a number of different activities designed to foster change in teacher behavior. The major focus of this part of the evaluation will be on the description of the behavior actually displayed by a leader.

There are three basic aims in collecting descriptive data at this point in the development of the project. The first is to provide a continual feedback of objective data concerning role definition of the leader. The second is to determine the differential effects

of the training program itself and the role demands placed on a person operating as a leader in the field. The final goal is to examine the evolution of the training programs as they develop over time.

The degree to which the programs are successful in training persons who meet the minimal role demands of the leader role can be readily assessed. Two minimum criteria for leadership behavior have been established: the leader must conduct seminars with teachers and gain administrative support so that the project can be continued or expanded in that area. Relatively objective measures can be obtained to assess the individual's performance of these behaviors. For example, it is possible to record the number of teachers or teacher hours involved in a seminar situation. Other indices include measures of administrator involvement, funds available for future programs, and subjective evaluations concerning the degree of administrative support provided the leader. Each leader will be assessed in terms of a number of such measures.

The behavior of leaders who conduct seminars will be examined in detail. An attempt will be made to classify their leadership behavior in the seminar situation. This will be accomplished by analyzing tape recordings using a direct interaction analysis system developed for the role. Other data will be collected by self report and teacher assessment.

Two months after leaders begin functioning in the field, data will be collected to describe leadership behavior occurring in seminar situations. This data will be examined for consistent patterns that will determine the Leader role definition. Since two elements--the training program and the role itself--will exert pressures on the leader, consistent responses in behavior can be attributed to either or both of these elements. By comparing total and subgroup variances, it should be possible to identify some of the differential effects of these elements. Thus, the total variance in leader behavior can be viewed as the variance attributable to the effect of the program, the variance attributed to the effects of the role, and a residual that is considered to be error. If patterns can be identified across subgroups, it should be possible to eliminate the role variance from the total. In this way, a rough measure of the effects of each of the two stimulus variables can be measured.

As the program evolves, the types of behaviors observed in leaders should become more consistent. Examination of the variances over time should indicate a decreasing total variance in behavior that can be attributed primarily to change in the training program. By examining the variance in leader behavior at points in time, it should be possible to determine the focus of the program as it evolves. Advantages in this approach are that the data collected at any given point can be used as feedback for changes

in the program. In addition, individual persons do not have to be continually retested to determine changes in their behavior since the unit of analysis is not in the training program itself.

Further analysis in this section concerns the evaluation of the effects of leader behavior. This will be accomplished by assessing the degree to which leaders are successful in changing teacher behavior. Change in teacher behavior will be measured through the use of tapes as described in the following section. Leaders will be identified in a continuum of success as defined in terms of change in teacher behavior. Leader behaviors that are positively correlated with this success scale can be identified as those elements that should be stressed in further programs.

D. Evaluation of the Teacher Programs

The primary objective of the teacher training programs is to change teacher behavior in the classroom. This change should be in the direction of the teacher's expressed ideals rather than an absolute standard of comparison. Therefore it is necessary to measure not only behavioral changes but attitudinal changes on the part of the teacher.

At the beginning and end of the training sessions, teachers will be asked to state three goals for their teaching behavior. They will also be asked to provide a clear definition of the goals and the means to these goals. Since one of the objectives in the

program is to teach participants to operationalize goals, a different between the pre- and post- tests should be apparent. It is expected that the three goals chosen should be more clearly presented and more realistic at the end of the training than at the beginning. Moreover, the means to attain these goals should be more clearly stated in operational terms. These changes will be assessed by having experts judge the statements on each of these criteria. When determining these characteristics, the judges will have no knowledge of the teacher or order of presentation.

The teachers will be asked to prepare three one-half hour tape recordings of their classroom behavior. The first tape will be obtained before, the second immediately after, and the third six months following the end of the program. Each will deal with a similar content such as a class discussion of different student behaviors. After obtaining the second tape, the teachers will be asked to write their ideal of how a classroom session of this type should be conducted. This ideal will be compared with the teacher's actual performance in the second and third tapes.

The tapes will be analyzed in terms of the following:

a. the teaching style portrayed by the teacher
b. the teacher's approach to the problems
c. the teacher's reaction to the content of the discussion
d. the comparison of the teacher's ideal and the real

The teacher's approach to the problem will be classified in terms of categories such as "lecture," "discussion--students leading," "discussion--teacher leader," "divergent," "convergent," etc. The categories will be developed in the evaluation of the pilot programs conducted by CERLI.

Teaching style will be classified according to a predetermined set of categories. These categories also will be developed in CERLI's program. Sample categories include: "rejection of student," "acceptance of student," "information giving," "asking questions," etc.

Analysis of the data will consist of comparing the tapes obtained at different times. If a behavioral change occurs, this should be observable through changes in the first and second or the first and third tapes. Comparison of the second and third tapes will provide an index of the long range change in behavior. Since it is expected that a halo effect will be visible in the second tape, comparison of the first and third tapes may provide a more meaningful index of change in behavior.

Comparison of the teacher's expressed ideal with the real as recorded on the three tapes will provide another index of the success of the program. Theoretically the ideal should be more closely approximated on the second tape than on the first or third.

Again, however, because of the method of data collection, comparison of the ideal with the third tape may provide a more valid measure of behavioral change.